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TITLE	They Still Can't Spell? Understanding and Supporting Challenged Spellers in Middle and High School.
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ABSTRACT

Challenged spellers in middle and high school are hit with a "triple whammy." They cannot spell, traditional strategies do not help them, and poor spelling often inhibits their writing. This book offers teachers ways to identify students' problems within the context of writing and the appropriate strategies to correct them in regular English classrooms. The book is the result of a collaboration of a former secondary teacher, two middle and two high school teachers, and their students. Based on literacy histories, placement inventories, visual memory tests, and analyses of student writing, the book: offers a detailed look at the literacy journeys of challenged spellers through student work, vignettes, and interviews; describes four categories of challenged spellers and their relationship with overall literacy investment; identifies the pitfalls of "too little, too shallow, too fast" practices, including familiar but ineffective lists and tests; expands basic spelling knowledge within the constraints of the regular English curriculum; steps inside the classrooms of these teacher-researchers as they put their strategies into practice; and includes tools, resources, and other materials for immediate use in teaching. Additionally, the book provides ideas and cautions for addressing spelling at the classroom, school, and district levels, plus step-by-step plans for supporting departmental- and school-based discussions about spelling instruction. Contains 46 references. Appendixes contain charts, logs, rubrics, word lists, spelling rules, frequently confused homophones, and a 21-item annotated bibliography of resources. (NKA)

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